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ABSTRACT

Developed for the use of all high school students and teachers, this curriculum guide based on Henry David Thoreau's "The Maine Woods" may lend itself best to the English class, but Thoreau had many academic areas unknowingly covered when he wrote his journals written while in Maine. For example, the guide could also be used in science classes to study wildlife, botany, and geography. The curriculum guide includes: a list of objectives; a list of required activities; study guide questions for each of the three units; discussion questions for each of the three units; a list of projects; a vocabulary list; pre- and posttests; answer keys; a map test and answer key; and personal insights and reflections of the curriculum developer. (RS)

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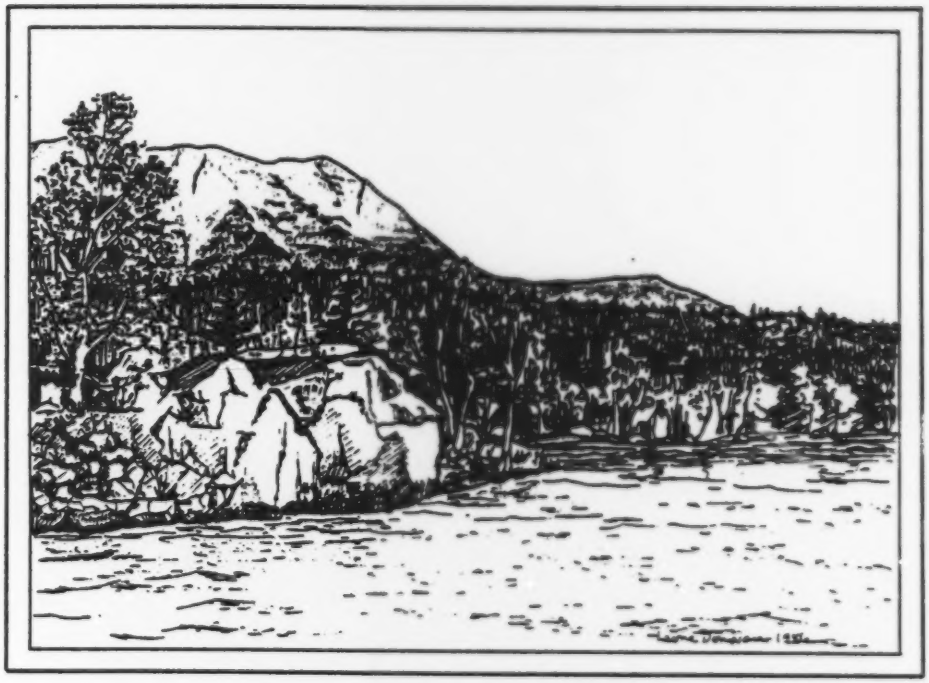
THE MAINE WOODS

BY

HENRY DAVID THOREAU



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A CURRICULUM GUIDE
BY
HELEN SHERMAN

CENTER FOR CURRICULUM DEVELOPMENT
OAK HILL HIGH SCHOOL
WALES, MAINE

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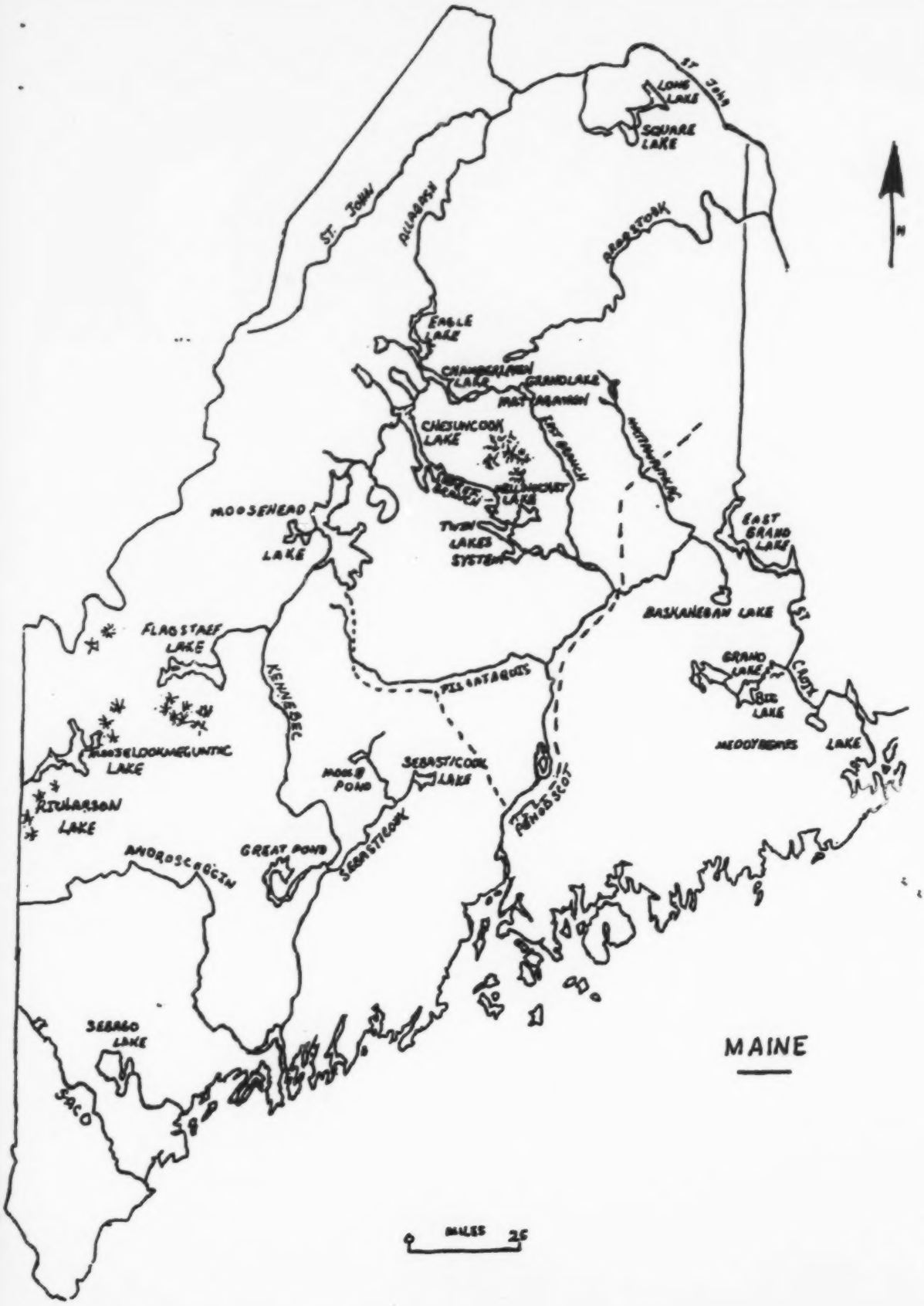

ST. JOHN
ALLAGASH
ST. JOHN
LONG LAKE
SQUARE LAKE
AROOSTOOK
N
EAGLE LAKE
CHAMBERLAIN LAKE
GRANDLAKE
MATTAWAMKEAG
CHESUNCOOK LAKE
LAKE ONAWAY
MOOSEHEAD LAKE
TWIN LAKES SYSTEM
EAST BRANDY LAKE
BASKAHEGAN LAKE
FLAGSTAFF LAKE
KENNEBEC
PISCATAQUIS
GRAND LAKE
BIG LAKE
MOOSELOOKMEGUNTIC LAKE
MOOSE POND
SEBASTICOOK LAKE
PENOBSCOT
MEDDYBEMPS LAKE
RANGELEY LAKE
ANDROSCOGGIN
GREAT POND
SEBASTICOOK
SEBAGO LAKE
SACO
MAINE
MILES 25

The Maine Woods

TABLE OF CONTENTS:

I	Curriculum Guide Introduction	5
II	Objectives	7
III	Required Activities	8
IV	Study Guide Questions	9
	a. Unit 1	
	b. Unit 2	
	c. Unit 3	
V	Discussion Questions	18
	a. Unit 1	
	b. Unit 2	
	c. Unit 3	
VI	Projects	23
VII	Vocabulary List	26
VIII	Pre - Test	30
IX	Post - Test	34
X	Pre and Post Test Answer Key	37
XI	Map test	38
XII	Map test answer key	39
XIII	Bibliography	40
XIV	Personal Insight And Reflections	41

CURRICULUM GUIDE INTRODUCTION:

TEXT: The Maine Woods The Writings of Henry David Thoreau

"Students should not play life, or study it merely, while the community supports them at his expensive game, but earnestly live it from the beginning to end. How could youth better learn to live them by at once trying the experiment of living." H.D.T.

Who was Henry David Thoreau? Where did he come from? Why was the Maine Woods so important to him? In reading his book entitled The Maine Woods ;which is a composite of his three journals written while in Maine, these questions and many more can be answered. One can study Thoreau from many interesting perspectives Henry David Thoreau the Naturalist, the Philosopher or the Explorer. He also wrote much about which people of his time were not overly excited while many people presently are using his writings as an inspiration and outlet. In reading The Maine Woods feel Thoreau's excitement as he shot through rapids, climbed the highest mountains or studied nature at its best. Journey back in time or go forward and experience a Thoreau journey of the 1990's.

The following curriculum guide has been developed for the use of all high school students and teachers. General questions and discussions may lend themselves best to English class, but Thoreau had many academic areas unknowingly covered when he wrote his journals. For example, science classes may well want to use the Maine

woods as a guide in the study of wildlife, botany, geography and many more scientific discoveries. With this guide has been included many suggested projects which have reference to all academic areas. If a class is reading this particular book and one needs a project done in a particular discipline--combine the two efforts. It will not only help the class but give depth to many other curriculum areas.

So venture forth into the Maine Woods and discover why Thoreau--"went to the woods"--and--"left the woods"--.

OBJECTIVES:

At the completion of the reading of The Maine Woods by Thoreau each student will be able:

1. To successfully answer the study guide questions in this guide.

2. To participate daily in many areas of open discussion.

3. To complete successfully one or more projects and present it to the class with a complete understanding of what was done.

4. To define, correctly spell and use each vocabulary word in a proper sentence.

5. To complete, to the students best ability, the required activities found in this guide.

6. To draw and retrace on a map Thoreau's journey through Maine.

7. To compare and discuss Thoreau the Naturalist, Philosopher, Explorer.

8. To discuss and appreciate the variations of language and meanings of the Indian words found with this text.

9. To understand and appreciate the vastness of the wilderness and what Maine still has to offer its citizens.

10. To complete a post-test on Thoreau's Maine Woods with a 70% accuracy.

REQUIRED ACTIVITIES:

The following is a proposed list of required activities to be used when reading Thoreau's Maine Woods.

1. Take the Pretest found on pages 30 - 33 of this packet.

2. Complete the study guide questions as they are assigned by the teacher.

3. In class, participate in discussions and observations about the material.

4. Using the enclosed vocabulary list, look up and record a definition for each of the words, being able to spell each word as well.

5. Make an on going list of birds, wildlife, fish, mountains, flowers, and trees that Thoreau continually describes in his adventures.

6. Using copies of the enclosed map on page 38 of this guide, map out all of Thoreau's journeys during each unit. Be sure to record the individual years for each trip on the appropriate map.

7. Discuss with your group at least one of the questions for discussion found on pages 18 - 22 of this guide.

8. Complete at least one project as suggested in the projects section on pages 23 -25 of this guide.

9. Take the post test found on pages 34 -36 of this packet.

STUDY GUIDE QUESTIONS

UNIT 1: KATAHDIN

1. Which side of Ktaadn was easier to climb? Which route did Thoreau choose?

2. What furnished the principle power by which Maine forests were converted to lumber?

3. Describe the differences between a bateau and a canoe.

4. Describe Louis Neptune.

5. Who was Pamola?

6. What do the Lumbermen have a craving for when they go into a tavern?

7. In 1846 what was the mode or method of clearing and planting crops that so intrigued Thoreau?

8. What are the three classes of inhabitants who either frequent or inhabit this area of country?

9. Describe a Loggers Camp.

10. Of what does a Logger's fare consist?

11. Who was "Uncle George" and what was Thoreau's description of him?

12. What was commonly used to grease boots?

13. What was kept on McCauslin's Farm? What were his staples?

14. Why were there so few settlers in this area of Maine in 1846?

15. How did Thoreau describe McCauslin's log home?

16. Who made up the remainder of Thoreau's crew to Ktaadn?

17. How did Mrs. Fowler treat some sheep that had been attacked by wolves?

18. How did they store salmon for the winter?
19. How was the portage made from Tom's House to the West Branch?
20. Describe a pole used for going up river.
21. Describe Quakish Lake.
22. What was used to sweeten tea?
23. Who was the pilot on the Trip up River?
24. What kind of songs did Thoreau and his companion sing?
25. What is the main comfort of a camp and what does it provide?
26. From Thoreau's point of view what was it like to spend a night in the woods?
27. Why did Lumbermen not put out their campfires?
28. What is "Fencing Stuff?"
29. How did a Logger mark his logs?
30. Describe a log drive and what the workers do?
31. Of what does a log company consist?
32. What was Thoreau's vision of the summit of Ktaadn?
33. Who set up the first wooden crosses in the wilderness?
34. Ketepskonegan Falls means_____?
35. Describe a portage made with a Batteau.
36. What are some of the dangers of poling up through rapids?
37. What is a painter?
38. What does Sowadnehunk signify?
39. How were the beds prepared for the night? What were they made out of?

40. What is another name for Arbor-Vitae?

41. "Aboljacknogesic" means?

42. What did Thoreau use for a guide as he led his companions toward Ktaadn? What direction did that take them?

43. What signs of wildlife did Thoreau mention?

44. What was Thoreau's description of a moose?

45. How did McCauslin check to see if Thoreau was still on course?

46. Describe Thoreau's solo journey up Ktaadn--at dusk. Describe his trip the following morning.

47. What did Thoreau call the top of the mountain and what did he liken it to?

48. How did Thoreau describe the state of Maine from Mt. Ktaadn?

49. What is a Rill?

50. How did Thoreau and his companions ascend Ktaadn?

51. Describe Thoreau's vision of nature.

52. Describe the Batteaus' journey down through the rapids.

53. Who did Thoreau meet just before arriving at Tom Fowler's cabin?

54. What did Thoreau think was striking about the Maine wilderness?

55. What was Thoreau reminded of after his journey?

12
STUDY GUIDE QUESTIONS

UNIT 2: Chesuncook

1. Explain Thoreau's impression of riding on a Steamer.

2. Who was Joe Aitteon? What was his occupation and what was Thoreau's description of this man?

3. What is the Avenue Road?

4. What exhilarated Thoreau most as he traveled from Bangor?

5. Why did Thoreau mention fences in his journey out of Bangor?

6. Who maintained the water troughs along the road? How much money was received for services and who paid it?

7. What was Thoreau's description of his view of the West Branch?

8. Why did Thoreau employ Indians as his guides?

9. Where is Lobster Stream located, and how did it get its name?

10. Give a description of dead water, quick water, rapids.

11. What was the routine of camping along the river?

12. During Thoreau's moose hunt, what did he liken the sounds heard in the distance to?

13. Who did Thoreau often wish he could travel with?

14. How much pay did experienced timbermen get per day compared to what they would receive today?

15. What and where do moose primarily feed?

16. What was the vision Thoreau had while crossing the lower half of the west branch? (Ref. pg. 108)

17. When Thoreau had his first look at some moose--he described them how?

18. How long does a female moose stay with its calf?

19. What were the measurements of the moose Joe Aittion shot?

20. Give Thoreau's description of the moose after it had been shot.

21. What is another name for a Hedgehog?

22. What destroyed the pleasure of Thoreau's adventure?

23. On this trip one meets Thoreau the philosopher--what were the meanings of "A pine tree vs. MAN?" (Pg. 121 Ref.)

24. What does the Indian word Sauadneunk mean?

25. What does a primitive harbor look like, and who did Thoreau say may have used one similar?

26. How was Ansell Smith's house constructed?

27. Thoreau drew a comparison between houses in Massachusetts and Ansell Smith's--what was it?

28. Name the two kinds of saws used to build Smith's barn?

29. What great luxury did Thoreau have for dinner at Smiths?

30. What is said about snow in winter at Anell's log house?

31. What is a typical color and type of shirt worn by explorers? Is it still worn today?

32. How were tree cranberries made?

33. Give a description of how Joe cured the moose hide?

34. How long did it take to cure moose meat? How long will it last?

35. How is the sound made when calling a moose?

36. What do moose do to protect against flies?

37. Give a description of a pair of moose horns as related by an Indian.

38. Give a description of the Indian Camp and how was it different from Thoreau's camp?

39. In the Abenaki language AIANBE means_____and HERAR means_____.

40. At that point in time, what was the only animal which man should fear?

41. What does Seboois mean?

42. Draw your version of the knife described at the end of pg. 143.

43. What did the Indian houses look like?

44. Give a description of Governor Neptune?

45. What is a fathom?

46. What were the two political parties the Governors Son-In-Law referred to?

47. What kind of apprenticeship did Thoreau wish to do?

48. Give a brief description of the Veazie's Mill.

49. What was the "woodland" of North America limited to?

50. What must the poet do from time to time and why?

STUDY GUIDE QUESTIONS

UNIT 3: Allagash and East Branch

1. What disease had broken out in Old Town?

2. Who was Joseph Polis and what was Thoreau's physical description of him?

3. What was Polis's guide rate and what did he finally settle for?

4. What were the differences between Joe Polis' canoe and Joe Aitteons'?

5. Describe how the baggage and people were fitted into the canoe?

6. What were some of the first sights and sounds that Thoreau mentions as they set out upon the lake?

7. What did Thoreau envision that the dipping of the paddles were like?

8. What is the chief obstacle to a canoeist crossing a lake?

9. What were the names of the three mountains Polis mentioned as they traveled up the west shore of Moosehead?

10. What did breakfast consist of, and when was it eaten?

11. How did Polis approach the shore with his canoe? What instructions were given as to getting in and out?

12. What was the tradition the Indians repeat when they approach Mt. Kineo?

13. Where is the largest mass of hornstone found?

14. What is hornstone and what was it used for?

15. Give a description of the strange light Thoreau saw and what caused the light?

16. How do you steer a canoe through waves that may swamp you?

17. Describe the North East Carry.

18. How did Polis prepare his canoe and himself for the Carry?

19. What did Polis use to mend his canoe?

20. What kind of roots were used in soups to take the place of flour?

21. What lumbermen called a road--Thoreau had another name for and why?

22. What insulted Thoreau while he and his companion were fishing?

23. Describe Polis and Thoreau's discussion of what to do on Sunday?

24. In Thoreau's mind what do the lakes give and reveal?

25. What does Caucomgomoc mean?

26. How did Thoreau trace large birches that had fallen long ago?

27. How did Polis make Black Spruce root thread?

28. How do you trim a canoe?

29. The Penobscot is the head of_____? Mud Pond is the nearest head of_____?

30. Making a logging road in the Maine woods is called what? Those who do the work are called what?

31. What was Thoreau's observation of what Polis wore for clothing?

32. What does Allagash mean?

33. In Thoreau's opinion what would distinguish a large lake from a small lake?

34. What was Thoreau's concern about going the route of the St. John River?

35. In the wilderness, what is the accepted procedure to follow when encountering a log hut?

36. According to Polis, why were there no Caribou in this area?

37. How much did four pounds of brown sugar cost? What would four pounds cost today?

38. A_____will catch and reflect the heat like a_____?

39. What is another, more common, name for a Fish Hawk?

40. What has changed the nature of the canal between Telos Lake and the east branch of the Penobscot?

41. What was Webster Stream?

42. What is a Sluice-Way?

43. Describe Webster Stream from a Loggers point of view and Polis's point of view.

44. What was a memorable event for Thoreau while portaging along Webster Stream?

45. What was Thoreau's method of taking sightings along Webster Stream?

46. What did Thoreau's companion use for a signal when lost?

47. What was substituted for his companions' note, and what did it contain?

48. Describe from Thoreau's point of view, Polis, the hunter.

49. Thoreau referred to the river as an_____ _____?

50. What kind of berries were abundant on the East Branch?

51. What was the Indian Devil?

52. Why did Thoreau not climb Ktaadn on this trip?

53. Describe the land changes as Thoreau traveled from West Branch through the Allagash to East Branch.

54. What did Polis and Thoreau do at the Carry?

55. What is Colic?

56. What does Piscataquis mean?

57. Describe Polis' position regarding education?

58. How and when did Polis teach Thoreau how to canoe?

DISCUSSION QUESTIONS

The following is a suggested list of discussion questions for class room participation, during the reading of Thoreau's Maine Woods. Questions have been grouped, as close as possible, according to the unit in which they may be found. (**Teacher Note**--page numbers refer to The Maine Woods edited by Joseph J. Moldenhauer, 1972 edition. In comparison with other edition most questions should be in similar reference.)

I DISCUSSION QUESTIONS: Unit 1 -Katardin- (Ktaadn)

1. Thoreau refers to the Houlton Road--"As straight and well kept..." Trace the Houlton Road--Might it be I-95, RT. 2, RT. 15. (pg. 7)

2. Compare and discuss methods of farming on Thoreau's journey as opposed to the methods used in 1990's. (Pg. 14)

3. How does a night camping in the Maine Woods in 1846 compare with a night camping in 1990's? (Pg. 40)

4. Compare and discuss the log booms of 1846 and the last log booms of 1970? Also are there any log booms left in tack today? (pg. 41)

5. Thoreau was particular on many accounts to specify, specifics of portages, life on the river, etc. Why? Do you feel it has been beneficial to you the reader and perhaps explorer?

6. What inspires Thoreau to be poetic? What poets does he mention as he attains the South Ridge? (pg. 64)

7. Discuss how Baxter State Park was formed. How did Thoreau Springs get its name, and where is it located? **Teacher Note** (Check bibliography for possible reference books)

8. Thoreau asked the questions "Who are we? Where are we?" What was he referring to? (pg. 71)

9. Thoreau explains about shooting the rapids in a bateau. How does it differ from the modern form of white water travel? (pg. 76)

10. Thoreau mentions many early explorers. Take a few and draw comparisons of what they saw in America. What do you see in America? (pg. 81)

II DISCUSSION QUESTIONS: Unit 2 - Chesuncook

1. In reference to study guide part II question 23, what was Thoreau's meaning of a "Pine Tree vs. Man?" (pg. 121)

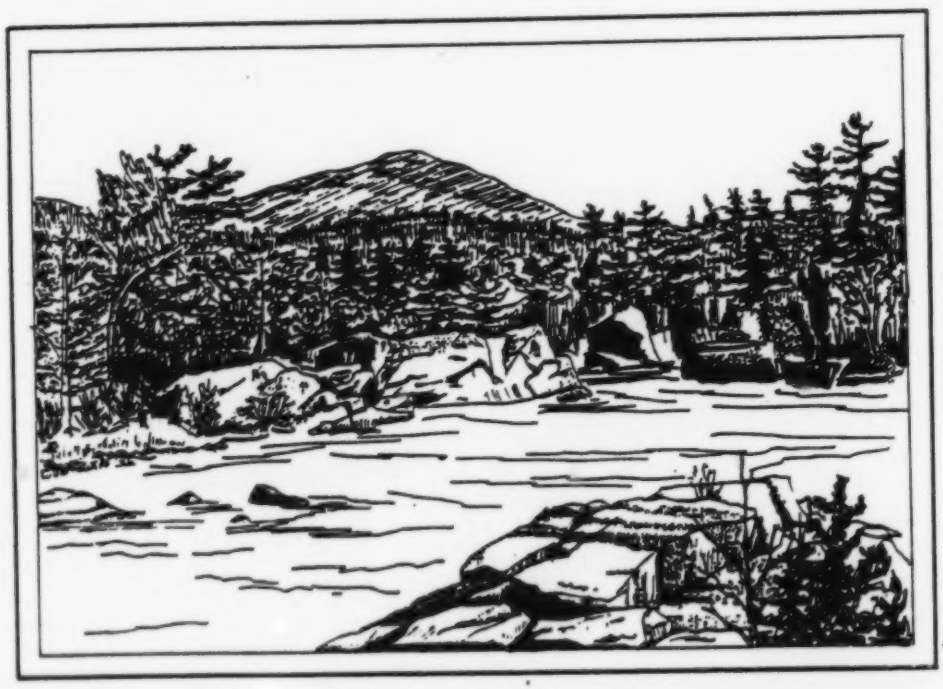
2. Again Thoreau touches upon philosophy when he states: "For it is not often that the stream of life opens into such expansions..." Explain. (pg. 122)

3. Compare Ansell Smith's log home to the now present Chesuncook Village. **(May use J. Parker Huber's The Wildest Country to aid in discussion)

4. Discuss the Indian Translation of the various lakes and do these places exist today? (pg. 140-142)

5. Compare Thoreau's visit to Veazie's Mills to a modern sawmill. (pg. 150) What is the difference between a saw mill and a Grist Mill?

6. Discuss Thoreau's philosophy between "that wild forest which once occupied our oldest township and tame are which I find today." (pg. 151)



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III DISCUSSION QUESTIONS: Unit III - The Allagash and East Branch

1. Discuss the variation in languages and try to pronounce the Indian words. (pg. 168-169)

2. Discuss the differences between Polis and Attieon, both of whom were Thoreau's guides.

3. Describe and discuss Thoreau's adventure across Mud Pond Carry. Find a recent description of the carry and compare? (pg. 212-221)

4. Using J. Parker Hubers The Wildest Country compare Chamberlain Lake farm to that of Ansell Smiths' at Chesuncook Lake.

5. What is Thoreau's philosophy about dams. Compare this to the use of dams today. (pg. 228-230)

6. On a map find the island which was the furthest point Thoreau went into the Allagash. (pg. 233)

7. RESEARCH TYPE QUESTION: When, where, and why did people start doing something about replenishing the Caribou herd in Maine? (pg. 235)

8. What was Thoreau's comparison of "hunter in wilderness vs. hunter in Concord" and his philosophy of "Rowdies in Cities." (pg. 244)

9. Thoreau mentions that "so much geography is there in their names." Example: Ktaadn meaning "Highest Land." As you read make a list of Indian names and meanings. Then discuss. (pg. 270) **(A comparison list can be found in the last section of the appendix)

10. Discuss some of the various kinds of carries or portages that Thoreau and his companion encountered along the Allagash East Branch. Are these carries improved any today? Are there as many?

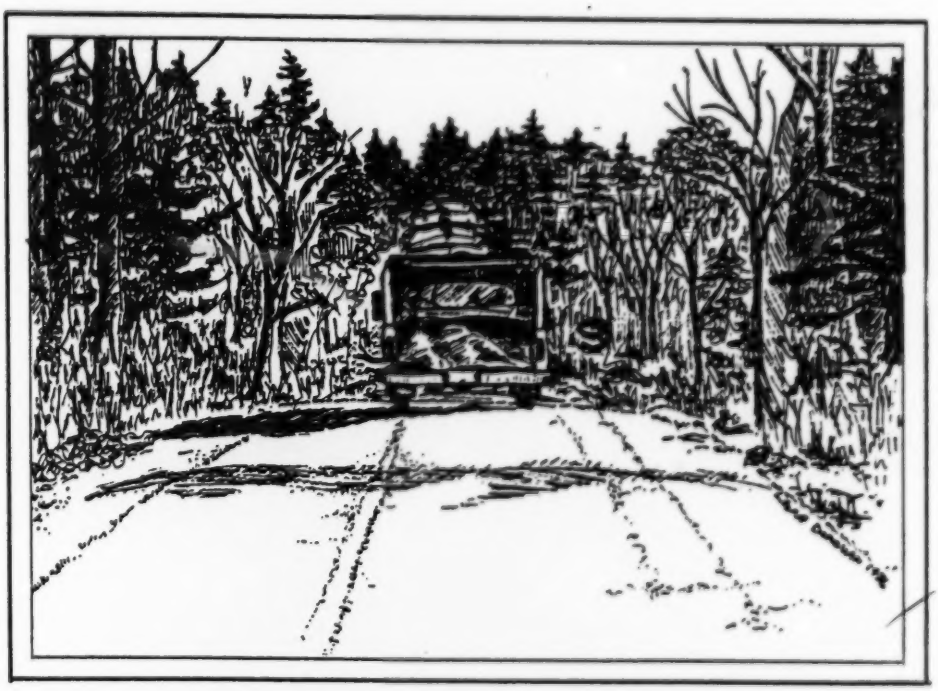
11. Discuss Thoreau's statement: "Home is home, be it never so homely." (pg. 281)

12. Thoreau refers many times to the Jesuits. Who were they, and what did they do?

IV DISCUSSION QUESTIONS: General

1. Thoreau refers several times to Benedict Arnold's trip through Maine to Quebec. Can any parallels be drawn between the two Maine explorers or adventurers?

2. Compare Thoreau the Naturalist, Philosopher, Adventurer. Does he separate any of his identies?



PROJECTS:

The following list of projects contains activities within each academic subject. As a student chooses to do an activity, he may wish to seek the advise of a teacher within that academic discipline. The projects are listed in no particular academic order, but are listed as short, medium or long term activities. The projects listed are only a sample of activities that may stem from the reading of Henry David Thoreau's Maine Woods.

I SHORT TERM PROJECTS

1. Make a two foot folding rule out of Ash.

2. Sew articles of clothing, rucksacks, tents, out of material used at that time. This may require some research.

3. Study rods, chains, links vs. inches, feet, miles. How was the girth of a tree measured? How much pork could a barrel hold?

4. Find some wild game recipes and try them out. Try for example moose, fish, duck. This may be an adventure in itself.

5. Discover how many different kinds of teas were made and try to recreate them. Sample each.

6. Write a comparison essay of a moose hunt Thoreau experienced and the moose hunt licenses doled out by lottery of the 1990's.

7. Study Indian tribal crafts, pottery, weaving, etc. and try to make some products of Indian culture.

8. Recreate some tribal drawings and drawings of what Thoreau may have produced of flowers, trees, wildlife and scenery.

9. Explore tribal chants: what did they mean? At what point did Polis sing to Thoreau and his companion?

10. Make some of the instruments or verbal sounds that were used to call the animals.

11. Study bird songs and try to interpret them. Learn to identify various bird calls from

samples given.

12. What kind of music did the Loggers use during log drives?

13. How much would a trip that Thoreau took cost him in the 1840's, 1850's, as opposed to the 1990's?

14. Do a price comparison of clothing, food, transportation. How much was bartered for, or freely given, during Thoreau's trips?

15. Make a moose horn using Thoreau's description. (pg. 97)

16. Whittle a fork out of an alder twig. Use it to eat a meal. Salut!

II MEDIUM RANGE PROJECTS

1. Make a model of a birch bark canoe.

2. Construct a bateau; and use it. Good luck.

3. Make a model of a logger's camp.

4. Make a model of Chesuncook Village 1853 vs. Chesuncook Village 1990

5. Research and compare the log drives of the 1840's and 1850's as opposed to the best log drives of the 1970's.

6. Discover all the different types of trees Thoreau described. Make posters and collect information about how the trees have changed since the 1840's and 1850's to the 1990's.

7. Study the differences of wildlife habitats in the 1840's and 1850's as described by Thoreau compared to the habitats and patterns of wildlife in the 1990's.

8. Make a photo essay of wildlife, birds, flowers, trees, and scenery in as many different seasons as possible. Compare these pictures to those Thoreau may have described in his book.

9. Contact the Department of Inland Fisheries, the Forestry Service, or the conservation group in your town to discuss forest use in the twentieth century.

III LONG RANGE PROJECTS

1. Plan and recreate as closely as possible, a canoe trip or backpack trip over various sections of Thoreau's travels. Take the book along and compare the book to your own observations.

2. Research the Penobscot Indians--then and now. Draw comparisons of Indian life styles.

3. Research some of the laws pertaining to the use of wilderness lands, waterways, and wildlife today vs. the use of waterways in Thoreau's experiences in the Maine woods.

4. Make colored posters and collect as many samples as legally possible of the botanist's world of flowers and berries, of Thoreau's experiences in Maine woods.

5. Prepare a slide show about the Maine woods and the issues facing land use today.

6. Write a short story for which the setting is the Maine woods. The plot, characters, and conflict can be all yours, but keep the setting in Maine's rural areas.

7. Interview and record your observations of a variety of people whose income is derived from the wood or pulp industry. What is their attitude toward the forest, toward conservation, toward nature itself.

Vocabulary List

Unit 1: Katardin

1. interminable
2. celestial
3. perennialness
4. shrewdness
5. contradistinction
6. invigorating
7. sinews
8. laboriously
9. archipelago
10. dispersed
11. ingenuity
12. memorandum
13. irrecoverable
14. dexterity
15. impenetrable
16. transparency
17. treacherous
18. cavernous
19. pilfers
20. immeasurable
21. traversing
22. unhandseled
23. reconnoiter
24. impunity
25. ardurous
26. sinister
27. amethyst
28. insipid

Unit 2 :Chesuncook

1. apparently
2. absurdity
3. excursion
4. remoteness
5. aristocracy
6. ornamental
7. gauntlet
8. impertinent
9. plumed
10. botanical
11. bateau
12. attentively
13. vouch
14. compunctions
15. enhanced
16. provisions
17. luxuriant
18. extremities
19. distinguishing
20. sapling
21. spiring
22. reticense
23. capstan
24. picturesque
25. analogous
26. unflinchingly
27. garrison
28. inudations
29. complexion
30. curing
31. deterioration
32. cylindrical
33. deliberation
34. contrivance
35. indigenous
36. insatiable
37. corpulent
38. transcendentia
39. antiquity
40. incommunicative
41. proprietor

Unit 3: Allagash and East Branch

1. compensated
2. consultation
3. diverge
4. sonorously
5. obliged
6. deliberately
7. imminent
8. precipitous
9. conchoidal
10. phosphorescent
11. inscription
12. perceptibly
13. sheath
14. sedges
15. indiscriminate
16. universal
17. discern
18. inconvenient
19. inquisitively
20. tussouk
21. consultation
22. transit
23. tolerable
24. acquainted
25. circumstances
26. cantering
27. characteristic
28. inaccessible
29. terebinth
30. medicinal
31. fragrance
32. tempestuous
33. prolongation
34. thoroughfares
35. stagnant
36. tributary
37. reputation
38. circumspection

39. destitute
40. sympathetic
41. precipice
42. declevity
43. diminative
44. suspiciously
45. henceforward
46. sauntering
47. sedentary
48. inequalities
49. emaciated
50. chafed
51. incessant

PRE-TEST FOR THE MAINE WOODS

Part I : Multiple choice. Write the correct answer in the appropriate blank of your answer sheet.

1. What was commonly used to grease boots?
   a. pork fat b. butter c. bear fat d. lard

2. What was the 1846 spelling of Katahdin?
   a. Ktadn b. Ktaadn c. Katdn d. all of the above

3. What is a painter?
   a. artist b. designer c. bow rope d. clothes line

4. What are Hylodes?
   a. frogs b. toads c. fish d. polywogs

5. On what trip to the Maine woods did Thoreau canoe across Moosehead?
   a. 1846 b. 1853 c. 1857 d. b and c

6. What is the chief obstacle a canoeist encounters crossing a lake?
   a. rain b. wind c. waves d. current

7. Who maintained the water troughs along the Avenue road?
   a. state b. town c. local people d. loggers

8. What tribe did Thoreau's guide come from?
   a. Abenaki b. Passamaquady c. Abarigdony d. Penobscot

9. Name the guide for Thoreau's 1853 trip into the Maine woods?
   a. Joe Aitteon b. Joe Polis c. "Uncle George" d. Louis

10. How long does a female moose stay with its calf?
    a. 6 months b. 1 year c. 18 months d. 2 years

11. Which side of Katahdin was easier to climb?
    a. Northeast b. Southwest c. West d. North

12. Who was the pilot on Thoreau's t rip up the West Branch?
    a. Tom Fowler b. Joe Aitteon c. McCouslin d. Neptune

13. In the Abenaki language ai anbe means?
    a. bear b. cougar c. wolf d. moose

14. What is a fathom?
    a. something to carry gear in b. unit of measure c. method of cooking d. time

15. What does Seboois mean?
    a. big river b. little river c. water fall d. dam

16. How do you steer a canoe through waves that may swamp you?
    a. right angles b. straight into c. diagonally d. parallel to

17. Who did Thoreau often wish he could travel with?
    a. loggers b. timbermen c. swampers d. Indians

18. What is a hedgehog?
    a. woodchuck b. skunk c. porcupine d. beaver

19. What is the typical color shirt worn by explorers?
    a. green b. blue c. brown d. red

20. Arborvitae means?
    a. evergreen b. hardwood c. softwood d. decidelous

21. What was the Indian devil?
    a. bear b. cougar c. wolf d. eagle

22. What is a rill?
    a. small bird b. small brook c. small animal d. small water fall

23. In 1853 it was said that man should fear what animal?
    a. wolf b. bear c. cougar d. caribou

24. Who set up the first wooden crosses in the wilderness?
    a. Jesuits b. Catholic c. loggers d. Indians

25. How did McCauslin check to see if Thoreau was still on course?
    a. climbed a tree b. checked compass c. read the map
    d. checked the water flow

PART II: True or False. Write the correct answer in the appropriate blank on your answer sheet.

1. Pomolar was an Indian legend.
2. A batteau and a canoe are the same thing.
3. The Indian house at Old Town looked modern.
4. Herar means female moose.
5. A fish hawk is a kind of hawk.
6. Thoreau's companions fired a shot if they were lost.
7. Brown sugar was the only thing used to sweeten tea.
8. Thoreau was a poet.
9. A swamper is one who made logging roads.
10. The Northeast Carry still exists in the 1990's.
11. Hornstone was found primarily on an island.
12. A canoe was mended with natural fiber.
13. Log booms had to be portaged around.
14. A height of land divides two water sheds.
15. Tree cranberries were stewed before eating.
16. Indians used every ounce of moose they shot.
17. Hot cakes and applesauce were luxuries.
18. Only the ax was used to build buildings in the woods.
19. Lilly roots were used to thicken stews.
20. Mt. Kineo is the next highest mountain to Katahdin.
21. Thoreau discovered Thoreau springs on Mt. Katahdin.
22. Thoreau spent many years in the Maine woods.
23. Moosehead Lake flows into the Penobscot River.
24. Thoreau made it all the way to Baxter Peak.
25. Thoreau was a naturalist.

POST- TEST FOR THE MAINE WOODS

Part I: True or False. Write the correct answer in the appropriate blank of your answer sheet.

1. A bow rope is called a painter.
2. A female moose will stay with her calf 1 year.
3. The Northeast Carry still exists in the 1990's.
4. Several different kinds of saws as well as an ax were used to build.
5. The Indian devil was the wolf.
6. Thoreau's climb up Katahdin used Abol trail.
7. A fathom is a unit of measure.
8. Joe Aitton was a pilot on Thoreau's trip up the west branch.
9. Pomola was an Indian legend.
10. Molasses was most often used for sweetening.
11. Moose feed primarily on land.
12. When McCauslin checked Thoreau's direction he used a map.
13. A rill is a small brook.
14. A hedgehog is a woodchuck.
15. Experienced timbermen got $3.00 a day.
16. A bed Thoreau slept on during his journeys was made out of moss.
17. Hylodes are frogs.
18. A common fat used to grease boots was butter.
19. A canoe was mended with natural fibers.
20. Mt. Kineo is the highest mountain in Maine.
21. Thoreau discovered Thoreau Springs on Mt. Katahdin.
22. Moosehead Lake is the head waters of the Kennebec river.
23. The northeast side of Mt. Katahdin was the easiest to climb.
24. Canoes and batteaus were portaged over ones head.
25. Thoreau employed Indians as guides to learn all he could about their tribe.

Part II: Multiple choice. Write the correct answer in the appropriate blank of our answer sheet.

1. On what trip did Thoreau canoe across Moosehead?
   a. 1857 b. 1846 c. 1853 d. b and c

2. How long did Thoreau spend in Maine?
   a. 3 weeks b. 20 weeks c. 52 weeks d. 72 weeks

3. A Fish Hawk is a what?
   a. Kingfisher b. Osprey c. Eagle d. Hawk

4. Who maintained the water toughs along the avenue road?
   a. loggers b. state c. town d. local people

5. What is the typical color shirt worn by explores?
   a. blue b. brown c. red d. green

6. Log booms did what?
   a. held stacked logs b. stopped logs at end of rivers c. used to carry logs across the lakes d. protected the dams

7. In 1853 it was said the man should fear what?
   a. caribou b. wolf c. bear d. cougar

8. Thoreau was a what?
   a. Poet b. Naturalist c. Journalist d. Explorer

9. The type of water most likely to be portaged around is?
   a. falls b. rapids c. quick water d. dead water

10. A canoe is_____ than a batteau?
    a. smaller b. longer c. wider d. shallower

11. In the Abenaki language ai anbe means?
    a. wolf b. cougar c. moose d. bear

12. Who set up the first wooden crosses in the wilderness?
    a. Indians b. Loggers c. Jesuits d. Catholics

13. Who made logging roads?
    a. loggers b. explorers c. swampers d. timberman

14. What does little Seboois mean?

a. dam b. little river c. big river d. water fall

15. How did Thoreau descend katahdin?
a. same way b. different way c. down water trough d. running

16. What did Thoreau's companion use for a signal when lost?
a. red flag b. note c. gun shot d. broken twigs

17. Tree cranberries were_____before begining eaten?
a. boiled b. soaked over night c. fried d. stewed

18. Who did Thoreau wish he could travel with?
a. timbermen b. swampers c. explores d. Indians

19. What kind of berries were abundant on the East Branch?
a. blueberries b. blackberries c. cranberries d. raspberries

20. What does a height of land divide?
a. tall mountains b. water sheds c. dams d. logging operations

21. What is the chief obstacle a canoeist encounters crossing a lake?
a. waves b. current c. wind d. rain

22. What tribe did Thoreau's guides come from?
a. Penobscot b. Abaridgony c. Abenaki d. Passamquady

23. Thoreau's trail up Katahdin is now what?
a. Katahdin Falls b. Dudely c. Abol d. Cathedral

24. What was the 1846 spelling of Katahdin?
a. Ktadn b. Ktaadn c. Katdn d. Katardin

25. Thoreau was a native of what state?
a. Maine b. New Hampshire c. Massachusetts d. Vermont

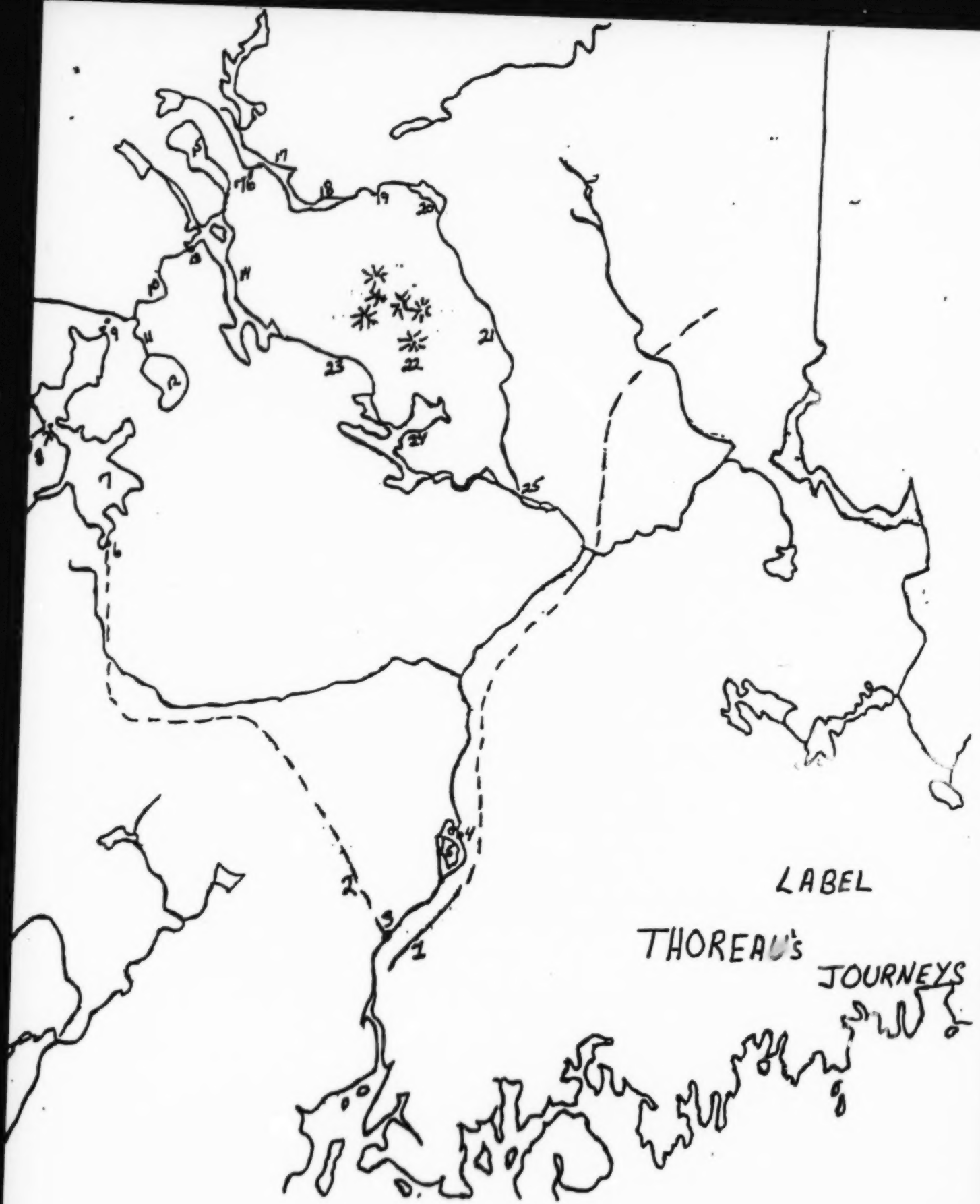
BONUS --- ESSAY---

Draw some comparisons between Thoreau as a Naturalist verus Thoreau as a Philosopher.

THE MAINE WOODS ANSWER KEY

PRE TEST

1. B	1. T	1. T	1. A
2. B	2. F	2. F	2. A
3. C	3. T	3. T	3. B
4. A	4. T	4. T	4. D
5. C	5. F	5. F	5. C
6. B	6. F	6. T	6. B
7. C	7. F	7. T	7. D
8. D	8. F	8. F	8. B
9. A	9. T	9. T	9. A
10. D	10. T	10. T	10. A
11. A	11. T	11. F	11. C
12. C	12. T	12. F	12. D
13. D	13. F	13. T	13. C
14. B	14. T	14. F	14. B
15. B	15. T	15. T	15. C
16. C	16. F	16. F	16. A
17. B	17. T	17. T	17. D
18. C	18. F	18. T	18. A
19. D	19. T	19. T	19. A
20. A	20. F	20. F	20. B
21. B	21. F	21. F	21. C
22. B	22. F	22. T	22. A
23. C	23. F	23. T	23. C
24. B	24. F	24. T	24. B
25. A	25. T	25. T	25. C


LABEL
THOREAU's
JOURNEYS

MAP TEST KEY

LABEL THOREAU'S JOURNEY

1. Houlton Road
2. Avenue Road
3. Bangor
4. Old Town
5. Penobscot Tribal Island
6. Greenville
7. Moosehead Lake
8. Mount Kineo
9. Northeast Carry
10. West Branch Penobscot
11. Lobster Stream
12. Lobster lake
13. Chesuncook Village
14. Chesuncook Lake
15. Umbazookus Lake
16. Mud Pond Carry
17. Chamberlain Lake
18. Telos Lake
19. Webster Stream
20. Grand Matagamon
21. East Branch Penobscot
22. Mt. Katahdin
23. West Branch Penobscot
24. Twin Lakes
25. Junction of East / West Branches of Penobscot

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** note: ** This last text also contains a very thorough bibliography for areas that Thoreau traveled in.

PERSONAL INSIGHT AND REFLECTIONS

In the process of studying Thoreau, I have read many different accounts of his various experiences throughout Maine and Massachusetts. Of all of his published accounts, I relate most to his writings about the Maine woods. Through Thoreau I have seen what use to be wilderness be created into towns, be taken over by major highways, or be developed into ever popular resort areas; still many parts of the wilderness have been preserved and protected by law.

I'm sure that many logging roads, which exist in this area today, were once cut out by the swampers of the 1840's. The villages of Chesuncook and Chamberlain may have changed with time, but have they? These villages are still very remote and familiar stopping places for present day explores. Mount Katahdin is very popular to the great majority who enjoy hiking. Thoreau experienced a vastness of space and a continual climatic change, which today is still an experience to all who venture upon the mountain trails.

Along with my own personal experiences traveling in this area, I had an opportunity to teach a portion of The Maine Woods . A group of high school students, several counselors and myself traced Thoreau's journey across Moosehead Lake, over Northeast Carry, and down the west branch of the Penobscot river to Chesuncook village. Not only did we begin to appreciate the variability and hardships of the weather, the hard work of traveling under our own power, and the difficulty in finding adequate or comfortable sleeping conditions, but we began to understand what life is all about and how nature is vital to man's existence.

I have written this curriculum guide in hopes that it will help students and teachers appreciate and understand what Maine has to offer its citizens. I hope this guide will be a useful tool in aiding the education of all.